

Assessment of Writing for the BA in English

This academic year, faculty in English will be assessing SLO1 and focusing on student writing:

Program SLO1: Students can write clear, concise, rhetorically effective, reasonably error-free prose for a variety of purposes and audiences and support their arguments with appropriate, thoughtfully analyzed evidence.

The writing rubric on the next page will be used to assess this SLO.

The faculty has targeted English 441: “Shakespeare” for this assessment. ENGL 441 is a writing intensive course in the BA Program that is required of all majors. Students enrolled in this course are at or near graduation.

The instructor in that class is asking the students in this course to do three major writing assignments during the semester. Student work from all three will be collected, but only one assignment used for assessment.

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Assignment 1: Choose one of the following plays as the focus of your paper: *Titus Andronicus*, *A Midsummer Night’s Dream*, or *As You Like It*. Find a moment (a speech, some dialogue, some action, a scene) in the play you choose in which a character discovers or reveals something fundamental about his or her *self*. By what means do the character, and the audience, come to perceive the character’s self? Then, describe how the play as a whole invites the audience to judge this moment. You should focus on one or two other moments in the play that help shape this judgment. And of course, you may want to argue that a play offers multiple or conflicting judgments of a character’s selfhood.

Assignment 2: Choose a dramatic scene written in the twentieth century. It could be from a play, movie, television show, cartoon, etc. Rewrite the scene as though it were written by Shakespeare. Try to stay as faithful to the original as possible while remaining consistent with Shakespeare’s poetic style, language, grammatical structure, and period.

Assignment 3: Your final written assignment for the course will be a research paper on the Renaissance background, using the Internet site *Shakespeare’s Life and Times* (<http://web.uvic.ca/shakespeare/Library/SLT/>) as starting point for exploration of your topic. The topic you choose should demonstrate how the context you research illuminates a particular passage, character, scene, or issue in one of the plays we have studied this semester. You must include at least one primary Renaissance source in your discussion, and you will be expected to include a list of Works Cited and a Bibliography. Be sure to follow the conventions of citation in the text of your essay as outlined in the MLA Writer’s Guide.

English Program Assessment Writing Rubric

SLO1: Students can write clear, concise, rhetorically effective, reasonably error-free prose for a variety of purposes and audiences and support their arguments with appropriate, thoughtfully analyzed evidence.

Scoring Level	Content	Organization & Argumentation	Grammar & Other Surface Features
3 - Accomplished	In addition to meeting the requirements for a “2,” the writing shows evidence of deep engagement with intellectual material of course/discipline, imagination, and creativity. Few or no errors of fact or interpretation. Writing could be used as a model of how to fulfill the assignment.	In addition to meeting the requirements for a “2,” writing flows smoothly from one idea to another. The reader can easily follow the claims and examples used to support the ideas expressed. The writer’s decisions about focus and organization facilitate reading.	In addition to meeting the requirements for a “2,” the writing is essentially error-free in terms of mechanics and shows considerable evidence of proofreading and editing. Models the style and formatting appropriate to the assignment. Citation style clear and consistently applied.
2 - Competent	Content of text fulfills the assignment. Writing demonstrates engagement with intellectual and/or creative material of the course/discipline. Few errors of fact or interpretation.	Sequencing of ideas and transitions makes the writer’s points accessible. Examples are adequately developed and claims supported in most cases. The purpose and focus of the writing are clear to the reader, and the organization and tone achieve the purpose of the assignment and communicate effectively.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates competence in documenting sources; the reader would have little difficulty referring back to cited sources.
1 - Beginning	Requirements of the assignment have not been fulfilled. Little/no evidence of engagement with material of the course/discipline. The paper reveals numerous errors of fact or interpretation.	Writing lacks transitions and/or sequencing of ideas, making reading and understanding difficult. Examples and/or claims are weak or missing in many cases. The writer’s decisions about focus and organization interfere with communication.	Writing contains numerous errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions that interfere with comprehension. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.

Assessment of Writing for Criminal Studies Criminal Studies Assignment

Program SLO 3: CS majors demonstrate effective written communication skills.

Course SLO: Students will be able to demonstrate effective written and oral communication skills.

The first writing assignment will provide you with the opportunity to research a criminological theory and apply that theory to the actions of one person on the video. This assignment will consist of three parts as listed below:

1. Select a criminological theory (any theory you choose) and provide an explanation of that theory (about one page to one and one half pages).
2. Select any person from the video. Describe who that person is and describe his/her criminal actions or deviant behavior (about one half to one page).
3. Explain how your selected criminological explains or would understand the actions of the person you selected (about one page to one and one half pages).

Guidelines:

1. About 3 pages (not including reference pages)
2. At least 4 additional sources (not including any course materials)
 - a. Do not worry about citing the movie
3. All sources must be peer reviewed or appropriate texts (no internet sources)
4. No more than three direct quotes
5. A dedicated introductory paragraph (what theory are you going to examine, which person are you going to examine, what, if any, conclusions will you make?)
6. A dedicated concluding paragraph (what did you examine, how does the theory explain the actions, what were the conclusions?)

Criminal Studies Program Assessment

Writing Rubric

Program SLO 3: CS majors demonstrate effective written communication skills.

Essential Elements	0	1	2	3
Purpose	Lacks purpose	Unclear purpose	Limited expression of purpose	Purpose is clearly expressed
Development	Inappropriate response to thesis, or lacks thesis; no topic development	Undeveloped or vague thesis, theme, or topic	Rudimentary development of thesis, theme, or topic; limited in depth or clarity	Good development of thesis, theme, or topic; conclusion is more than a summary
Details	Virtually no relevant details	Few relevant details	Details lack elaboration; important details omitted	Details are adequate & relevant
Organization	Lacks organization	Unclear organizational strategy	Organizational strategy includes transitions	Logical progression of ideas

Assessment of Communication MA Program Learning Outcomes

Program Goal 1: Articulate the discipline and related sub areas

SLO 1.1: Discuss the current landscape and evolution of the discipline and /or sub areas through a variety of roots, noting critical points of development and significant contributors.

Comprehensive Exam Question 1 Learning Objective: To assess students' knowledge of communication as a field of study and their ability to articulate their approach to the study of communication. (The answer should include historical, philosophical, paradigmatic, and/or theoretical influences that inform their personal approach to the study of communication.)

Question wording (students see all text in bold):

Comprehensive Exam Question 1: Worldview

Where do you position yourself in the field of communication? Which tradition or traditions best reflect(s) your approach to the study of communication?

(Your answer should include historical, paradigmatic (i.e., philosophical), and/or theoretical influences that inform your approach to the study of communication as well as demonstrate your knowledge of communication as a *field of study*. Your answer should articulate a clear rationale for why you approach the study of communication in the way that you do.)

Program Goal 3: Apply knowledge of research methods to communication problems.

SLO 3.1 Design and/or conduct a qualitative research study incorporating all the principles of good design.

SLO 3.2 Design and/or conduct a quantitative research study incorporating all the principles of good design.

SLO 3.3 Design/or conduct a rhetorical research study incorporating all the principles of good rhetorical scholarship.

Comprehensive Exam Question 2 Learning Objective: To assess students' knowledge of and expertise in designing research for a specialized area of study within the communication field.

Question wording (students see all text in bold):

Comprehensive Exam Question 2: Research Interests/Methods

What question(s) are you most interested in asking and researching in the field of communication? Explain how this topic area has been studied previously and describe how you might approach studying this topic.

(Your answer should demonstrate the depth of your understanding of a specialized area of study, your knowledge of research methods and/or design and the strengths and weaknesses of the particular method you select to study communication. Please dedicate half of your answer to the first part of the question and half to the second.)

Program Goal 4: Demonstrate in-depth knowledge of a specialized area of communication studies

SLO 4.1 Present in written form a comprehensive understanding of a body of research in a specialized area.

Comm - Comprehensive Exam Rubric	Performance Levels (<i>initial ratings can cross levels, but final rating must be one level</i>).		
Grading Criteria	Exceptional	Acceptable	Unacceptable
<p>Completeness:</p> <ul style="list-style-type: none"> Comprehensive knowledge in area of concentration (breadth and depth) 	<p>All aspects of the material under consideration are not only thoroughly addressed, but are addressed with notable attention to detail. There is considerable evidence of depth and breadth of topic understanding and a superior level of topic competency demonstrated. Analysis is very thorough and there is a high level of critical thinking apparent in the answer.</p>	<p>All aspects of the material are addressed, although some aspects may be more thoroughly addressed than others. Depth and breadth of topic understanding are evident and acceptable competency of topic knowledge is demonstrated. Analysis reflects critical thinking and is sufficiently thorough.</p>	<p>All aspects of the material may be addressed, or only some aspects but in either case the writing is sparse. Evidence of depth and breadth of topic understanding is missing or inadequate and does not adequately reflect competency of topic knowledge. Analysis is incomplete and does not reflect adequate critical thinking.</p>
<p>Validity:</p> <ul style="list-style-type: none"> Validity of arguments Quality of evidence Documentation of evidence 	<p>Arguments are clearly and explicitly stated and presented logically through the use of claims, data, and warrants. Student demonstrates awareness of the primary research in the relevant area of concentration by supplying compelling evidence from reputable sources to support arguments.</p>	<p>Overall, arguments are clearly and explicitly stated, however, some may be vague and/or may not be presented logically through the use of claims, data, and warrants. The student demonstrates some awareness of the primary research in the relevant area of concentration, but some gaps or oversights are present. Arguments are inconsistently supported or sometimes unsubstantiated.</p>	<p>Arguments are not clearly or explicitly stated, nor are they presented logically through the use of claims, data, and warrants. Student does not demonstrate awareness of the primary research in the relevant area of concentration. Arguments are unsubstantiated.</p>
<p>Organization:</p> <ul style="list-style-type: none"> Logical development of ideas. Effective use of summaries, signposting, and transitions. 	<p>Ideas are developed in a logical manner to support the central purpose or argument. Ideas flow smoothly from one to another and are clearly linked to each other. The line of reasoning is readily apparent and easy to follow.</p>	<p>Overall, ideas are developed logically, however, some of the ideas presented may not make sense together or do not clearly support the central purpose or argument. The line of reasoning is mostly apparent and the reader is able to follow.</p>	<p>Ideas are not developed logically. Ideas frequently fail to make sense together and/or do not clearly support the central purpose or argument. There is no identifiable line of reasoning, and the reader is unable to follow.</p>
<p>Clarity:</p> <ul style="list-style-type: none"> Focus Ability to stay on point Presentation of complex ideas 	<p>Insightful and nuanced understanding is demonstrated. Ideas are immediately on point and stay on point. Complex ideas are presented in an understandable way.</p>	<p>Acceptable interpretation is evident. Some difficulty staying on point but overall demonstrates appropriate focus. Complex ideas are discussed adequately or possibly inconsistently.</p>	<p>Poor or inadequate interpretation is demonstrated. Serious lack of focus is evident in the answer. Inability to translate complex ideas into understandable terms.</p>
<p>Mechanics:</p> <ul style="list-style-type: none"> Technical aspects of writing (i.e., grammar, spelling, punctuation, sentence struct., etc.) Documentation of evidence 	<p>Writing is technically clean, with few errors. APA format is used accurately and consistently throughout.</p>	<p>Writing is technically proficient, however, there may be some errors that reflect lack of technical understanding. Errors, however, do not interfere with intelligibility. There are errors in APA format.</p>	<p>Writing is technically inadequate. Errors interfere with the intelligibility of the writing. Errors reflect a lack of technical understanding.</p> <p>Documentation of sources is not recognizable as APA format.</p>
<p>Overall Rating (circle).</p> <p>-If Unacceptable, please list Main Areas that must be improved to be Acceptable.</p> <p>-If Acceptable or Exceptional, please list the Main Areas of good or better achievement.</p>	<p>Exceptional</p>	<p>Acceptable</p>	<p>Unacceptable</p>

Assessment of Business BA Program

Critical Thinking Assignment - People Express Project

BS-BADM Goal 3: Analytical Thinking & Problem-solving

BS-BADM SLO 3: Students will demonstrate the ability to evaluate, analyze and interpret information to make reasoned business decisions.

- * This assignment is used in the capstone course BADM 495 Applied strategic Decision Making for Business Administration majors.
- * The written report is used for the assessment of critical thinking SLO and written communication SLO. The final oral presentation is used for the assessment of oral communication SLO.
- * The assignment instruction in the next section is for the written report for the critical thinking and written communication assessment.
- * The assessment for each SLO is done every two years.

Assignment Overview

In this assignment, students use a simulation game to understand how strategic decision-making of a firm affects its financial performance over time in relationship to growth and profitability. The simulation model is built and calibrated with the People Express case.

People Express is an airline launched in 1981 with the airline industry deregulation. The airline started with 3 airplanes, but by 1986, it became the fifth largest airline in the U.S with a \$1 billion annual revenue. Its innovative strategies were praised and replicated in many different companies, but the company almost went bankrupt in 1986 and was sold to Texas Air.

In the first simulation, students replicate the CEO Don Burr's strategies in the game platform and find out what led to People Express's sharp rise and collapse. They make 5 key management decisions over a 5 year period, and monitor various performance indicators to understand what is going on. This assignment helps students figure out relationship between their decisions and different aspects of business performance.

We use this assignment to assess critical thinking skills in our students. The assignment requires students to identify problems People Express had, select and assess relevant information from the simulation data, analyze the information to make a logical conclusion. This assignment also requires students to communicate their analysis effectively in a written report.

After this first simulation report is submitted, students discuss the outcomes in class and get ready for their final simulation where they come up with their own strategy for running People Express successfully for 10 years.

Instruction for Students

Based on your Don Burr simulation, write a short report answering questions described on this section. In order to support your point, use the data generated from your simulation game.

Question 1. Identify and summarize the main problems you faced as CEO of PEX during your Five-Year simulation run. What were the key issues that led to the company's failure? Identify at least two major issues and explain them in one or two sentences each.

Question 2A. What variables (or performance indexes) in the simulation result led you to your conclusion in Question 1? Please provide a list of variables and explain in one paragraph how the variables you identified are related to your conclusion.

Question 2B. In order to further validate your point in Question 2A, what types of additional information would you like to have and why? Please answer in one paragraph.

Question 3. Using variables identified in Question 2, develop a quantitative/qualitative analysis to support your main conclusion in Question 1. Present the data in an effective manner (including Charts) to illustrate what led to the failure of PEX. Your answers should be in one or two paragraphs excluding charts.

Question 4. Can there be other alternative explanations for the failure of PEX? What are the strengths and weaknesses of this alternative explanation? Please answer in one paragraph.

Question 5. What strategic implications or insights do you draw from your experience as the CEO of PEX and what strategy would you adopt in order to successfully run the company for your final group simulation? Make sure your strategy is tied to what you have learned from your Don Burr simulation, in particular how different variables in the PEX system are interconnected. Please answer in one or two paragraphs.

Guide to Assessing Students' Business Critical Thinking/Problem-Solving Abilities
California State University, Chico
College of Business

(Adapted from Washington State University's Integrative and Critical Thinking Rubric, personal communication with Gary Brown, 9/25/06.)

	Emerging	Developing	Mastering	
Trait	1 ----- 2	3 ----- 4	5 ----- 6	Rating of this Trait
<p>1. Problem Identification: Identifies and summarizes the problem, question, or issue. This dimension focuses on task or issue identification, including secondary or implicit aspects of an issue and the relationships between factors that may be integral to effective analysis.</p>	Does not attempt to or fails to identify and summarize the problem accurately.	Summary of issue is mostly accurate but some aspects are incorrect or confused; nuances and critical details are absent or glossed over.	Clearly identifies and summarizes main problem, question or issue. Identifies secondary or implicit issues. If applicable, notes relationships between factors in the situation and how they relate to each other.	-----
<p>2. Evaluates Quality of Evidence: Identifies, assesses, and analyzes the quality of supporting data/evidence.</p> <p>This dimension focuses on evidence of search, selection, and source evaluation skills—including accuracy, relevance and completeness.</p>	<p>Repeats information provided without question or dismisses evidence without adequate justification.</p> <p>Does not distinguish among fact, opinion, and value judgments.</p> <p>Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.</p>	<p>Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated.</p> <p>Sources selected adequately meet the information need, though little evidence of more than routine exploration.</p> <p>Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.</p>	<p>Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests.</p> <p>Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.</p>	-----
<p>3. Business Analysis: Undertakes appropriate quantitative or qualitative analysis.</p> <p>This dimension focuses on the appropriate use of quantitative or qualitative analysis of information to clarify issues and facilitate decision-making.</p>	<p>Quantitative or qualitative analysis conducted is inappropriate, inaccurate, and superficial (or nonexistent).</p> <p>Analysis doesn't help clarify the issues or facilitate decision-making.</p>	<p>Quantitative or qualitative analysis is appropriate and accurate, but rather superficial.</p> <p>Analysis has limited ability to help clarify the issues and facilitate decision-making</p>	<p>Quantitative or qualitative analysis is appropriate, accurate, and thorough.</p> <p>Analysis is used to clarify the issues and facilitate decision-making.</p>	-----
<p>4. Considers Alternative Perspectives: Integrates issue using other perspectives and positions.</p> <p>This dimension focuses on the treatment of diverse perspectives, effective interpretation and integration of contrary views and evidence through reflective and nuanced judgment and justification.</p>	<p>Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others.</p> <p>If more than one idea is advanced, alternatives are disjointed or bolted together.</p> <p>Adopts a single idea or limited ideas with little question.</p>	<p>Begins to relate alternative views to qualify analysis.</p> <p>Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly.</p> <p>May dismiss alternative views too hastily.</p>	<p>Addresses additional diverse perspectives drawn from outside information to qualify analysis.</p> <p>Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification.</p> <p>Can clearly present and justify own view or hypothesis while respecting other views.</p>	-----
<p>5. Reasoned and Logical Conclusion:</p>	Fails to identify conclusions,	Conclusions begin to reflect influence of	Identifies and discusses conclusions,	

<p>Identifies and assesses conclusions, implications, and consequences.</p> <p>This dimension focuses on integrating previous dimensions and extending them to draw conclusions and solve a problem(s). Well-developed conclusions do more than summarize. They establish new directions for consideration in light of context and the breadth and depth of the evidence.</p>	<p>implications, and consequences of the issue or the key relationships between the other elements of the problem, such as other perspectives, assumptions, or data and evidence.</p> <p>Doesn't propose solution to problem.</p> <p>Mistakes correlations with cause.</p> <p>Considers knowledge as absolute when confirmed by one or another authority.</p>	<p>other perspectives, assumptions, and evidence that leads to consequences that extend beyond the borders of a discipline or single issue.</p> <p>Proposes solution to problem(s) that is somewhat related to previous dimensions noted in rubric.</p> <p>Confuses correlations with cause.</p> <p>Considers knowledge as relative collection of opinions and perspectives, and makes little attempt to compare.</p>	<p>implications, and consequences considering assumptions, data, and evidence.</p> <p>Proposes solution to problem(s) based on previous dimensions noted in rubric.</p> <p>Objectively qualifies own assertions.</p> <p>Recognizes limitations of correlations or association and qualifies implications of assertions accordingly.</p> <p>Views knowledge as the best available evidence within the given context, even in the face of uncertainty and ambiguity.</p>	<p>-----</p>
<p>6. Communicates Effectively: Evaluate the degree to which the writer presented the information in a logical and organized fashion. This dimension focuses on whether or not the writer presented issues, arguments, evidence, summaries, and conclusions in a logical and organized manner.</p>	<p>No or limited logical connection of ideas.</p> <p>Presentation of arguments, evidence, and other information is disjointed.</p> <p>Organization of information interferes with a reader's ability to clearly understand the objectives and outcomes of the analysis.</p> <p>Writer communicated ineffectively.</p>	<p>Most information and ideas are presented in a logical and effective manner.</p> <p>Some minor problems with organization of information which slightly interferes with a reader's ability to clearly understand the objectives and outcomes of the analysis.</p> <p>Writer communicated somewhat effectively.</p>	<p>Logical connection of ideas.</p> <p>Organization of information enhances a reader's ability to clearly understand objectives and outcomes of analysis.</p> <p>Writer communicated quite effectively.</p>	<p>-----</p>

